Cultural Shock and Distance Learning Solutions in Pancasila and Citizenship Education to Build Ideal Citizens

Jamaludin Jamaludin [1,*] Shofia Nurun Alanur S [2]

[1,2] *Tadulako University*

*Corresponding author. Email: shofianurun@untad.ac.id

ABSTRACT

Cultural shock is a condition that can cause environmental confusion with a new culture, which can lead to negative emotions. This situation occurred in the Civics learning process during the Covid-19 pandemic. Learning Pancasila and Civics are expected to be a bridge to form ideal citizens who have citizenship characters, namely civic knowledge, civic skills, and civic disposition even in distance learning. But in reality, teachers are not ready for a distance learning system, so it is feared that cultural shocks will hinder the goals of civic education. This study aims to describe the shock to the culture of distance learning during the Covid-19 pandemic, particularly in Civics learning. The method in this research is descriptive qualitative. The research informants were teachers of Pancasila and Citizenship Education in disadvantaged areas in Central Sulawesi. The results showed that the culture shock experienced by the teacher was anxiety, confusion and difficulty in learning. this happens because the education system has not designed the concept of distance learning. The concept of distance learning includes curricula, modules, media, and other forms of educational responsiveness policies.

Keywords: *Civic Education, Culture Shock, Distance Learning, The Ideal Citizens.*

1. INTRODUCTION

The Covid-19 pandemic has resulted in the learning and learning process in schools having to be carried out at home or remotely. This is in accordance with the Circular Letter of the Ministry of Education and Culture Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period for the Spread of Covid-19. The circular contains an order to carry out learning from home with distance learning which is carried out in two ways, namely distance learning in the network (online) and distance learning outside the network (offline). Distance learning that has been implemented for a year or two semesters is certainly a new phenomenon for teachers.

Starting from having to teach online, using learning media such as *zoom meetings, google classroom, google meetings* and *whatsapp* . In addition, students must prepare materials that are easily understood by students, and are required to be able to control students who do not participate in online learning. With new and sudden conditions it is feared that it will become a *culture shock* or *culture shock* to teachers. *Culture Shock* is a condition in which a person feels excessive fear and worry when in a new environment that he is not used to. This is indicated by the presence of teachers who have not been able to use learning technology and the condition of facilities and infrastructure that are not yet available.

Based on initial observations with resource persons, since online learning the teacher has experienced many difficulties. Learning is not effective because there are students who do not get enough internet networks, and it is difficult for students to be invited to communicate so that they do not understand the material provided. Moreover, the media used is only as a bag to send messages via the *WhatsApp* application. Teachers have difficulty giving an overall assessment related to the aspects of knowledge, affective and psychomotor. In terms of Pancasila and Citizenship Education (PPKn) are *Civic Knowledge, Civic Skill, and Civic Disposition,* which are ideal citizen competencies that must be mastered by students as citizens in the midst of globalization. Civic education has an important role in building the younger generation to become smart and good citizens as reflected in the three main aspects above [1]. In addition, there is a goal to realize global citizens.

Based on the author's initial research, the research was conducted on the readiness of Pancasila and civic education students in participating in online learning. it turns out, students do not know how to use the learning facilities that have been provided. In fact, in the 21st Century Learning Pedagogic module, it is stated that in order to be able to adapt and adapt in a society that is

developing very fast in this era of globalization, individuals need to learn to work. teachers need academic and applied knowledge, can link knowledge and skills, be creative and adaptive, and be able to transform all these aspects into valuable skills. Teachers must have the skills that include K Life Skills Critical Thinking , Ability Problem Solving , Communication and Collaboration , Creativity and Innovation , Media Literacy Information, Communication and Technology. The global citizen indicator is also a reference that the characteristics and traits inherent in responsible global citizens will be seen from their commitment to integrative values, these include: the ability to think independently, critically and constructively, the ability to see problems in a long-term context. and to make judgments based on a commitment to the long-term interests of citizens [2].

The quality of learning has indicators according to the Ministry of National Education including the learning behavior of educators (teachers), student behavior or activities, climate , learning   materials, learning media and learning systems [3]. However, as a teacher, you must be obliged to teach and educate under any conditions and this becomes a challenge. Therefore, it is important to research whether teachers experience culture shock and how to solve it in distance learning that still prioritizes the quality of learning.

2. THEORETICAL REVIEW

Pancasila and Citizenship Education boils down to the concept of an ideal citizenor a good citizen which includes civic knowledge, citizenship skills, and civic character. P Education Pancasila and citizenship aims to mebentuk goodcitizens, would be guided by the co n sep the ideal citizen. These objectives are achieved by various processes and learning elements. Success indicators are based more on the ability to communicate, share, and use information to solve complex problems, be able to adapt and innovate in response to new demands and changing circumstances, and expand the power of technology to create new knowledge [4].

Experiencing culture shock is a problem in the development of education Citizens have competencies that must be mastered. One of them is Civic Skill. Individuals who experience changes and cause stress are called culture shock, namely the discomfort felt by individuals which is manifested as feelings of alienation, prominence, and difference so that it raises awareness of the ineffectiveness of behavior patterns that were previously applied to their old environment to be applied in the workplace new environment [5]. Culture shock is an individual's reaction to a new environment that has not been recognized, causing an initial reaction in the form of anxiety due to the individual losing the signs he knew in the old environment [6]. Culture shock can also be interpreted as a condition where a person does not know the social habits of the new culture, so that an

individual cannot display behavior that is in accordance with the rules in the new environment [7].

Culture shock can be overcome if an individual is able to adapt and adjust to the culture in which the individual is located, so that effective and smooth communication is established, feeling more comfortable, and problems of tension due to cultural differences can be resolved. The phenomenon of culture shock takes place in four stages experienced by individuals [8]. First, the honeymoon stage (honeymoon) is a time when people feel interested and happy with their new environment and culture. Second, the period of sadness (crisis), namely the emergence of problems in oneself such as frustration due to cultural differences and environmental arrangements. This phase is a time of crisis because the individual experiences the real shock of the new culture. Third, the recovery period, which is a period in which a person begins to understand his new culture by learning things related to that culture such as language.

There are several factors that influence the occurrence of culture shock consisting of interpersonal factors which include skills (communication skills), previous experience (in cross-cultural contexts), personal character (independence or tolerance), and access to resources. Physical factors also affect such as appearance, age, health, and socialization ability [9]. Reactions to culture shock vary from person to person, from complex reactions to mild reactions. Likewise with the impact of culture shock on a person, some appear quickly but some are relativelyslow[10].

3. METHODS

This research is a type of qualitative descriptive research, with the research informants being five teachers of Pancasila and Citizenship Education subjects from underdeveloped areas in the province of Central Sulawesi. This research was conducted by making questionnaire questions through a google form and then distributing them to teachers of Pancasila and Citizenship Education subjects in Sigi Regency, North Morowali Regency, Parigi Moutong Regency and Morowali Regency as research informants. The informants were selected by purposive sampling technique. Data collection methods used are questionnaires, interviews and literature studies. The data were analyzed by analytical techniques using the methods of Miles and Huberman, namely data reduction, data analysis or presentation, and data verification.

4. RESULTS AND DISCUSSION

Based on analysis of the data, obtained by the symptoms of culture shock on the teacher. the first stage is to feel happy because you have more free time. The second stage, initially surprised by distance learning instructions. Then began to worry because it was difficult to use digital media in teaching, limited time and limited

electricity and internet network facilities. Besides that, it is difficult to control students because there are no guidelines or guidelines. The third stage is confusion because it is difficult to communicate with students who do not understand the subject matter. Then feel distant and difficult to assess the understanding of the material and the attitudes or character of students.

According to the results of data reduction, data analysis, and data verification, several things were obtained as follows. First, teachers have difficulty in delivering material, communicating with students, controlling students, students find it difficult to understand the material given due to time constraints, internet and electricity networks that are not yet supportive and limited, every lesson there are always students who do not attend class, there are still students who do not know how to use the available digital applications. In the question item about how to do learning, the teacher does learning only through *whatsapp* groups, providing material and asking questions only through chat. In that case, the teacher cannot control the level of understanding of students in mastering the material. The teacher also explained that communicating through writing clearly limits learning activities for teachers and teachers do not know whether students understand the material that has been given.

In the question item how the teacher teaches aspects of the character or attitude of students, the teacher provides material and asks them to practice it in their daily activities, such as how to behave at home and in the surrounding environment, mutual help and help and other good attitudes. There are also teachers who teach aspects of character or attitude by seeing on time they collect assignments and see the results of their work. With that, the teacher can map some of the character values that students have such as responsibility, honesty and discipline. When learning begins, the teacher also always invites students to start learning by praying first. So simply, from this, students are taught to always be devoted to God Almighty. It's just that teacher can't directly monitor whether they implement it or not.

In the question item about how teachers master each new method and learning media in this covid-19 period, the teacher always discusses with other teachers, and tries to see the needs of each student before determining the method. Teachers also attend webinars, collaborate with fellow teachers and combine some of the latest technology media. In the question item about what values are taken by the teacher in distance learning, the teacher tries to have innovations in learning that make students comfortable learning in any condition, the teacher becomes creative and innovative because not only teaching but the teacher also has to think somehow. keep students learning. In addition, values such as responsibility, cooperation, tolerance, and mutual respect. In the question item about what innovations should be built to overcome difficulties in distance learning, the teacher argues that while the government requires teachers to take part in online learning media

training, in the area there is no internet network and students do not have mobile phones.

So for all educators to do whatever it takes for the advancement of education in schools, because what students need, the teacher knows best. The government should also be aware that the requirements for online or online learning are network and electricity. There are also teachers who argue that the most important thing is that teachers are as creative as possible to improve learning, because the essence is how students *learn how to learn*.

Online learning is a necessity today. Not only that, online learning now and during the Covid-19 pandemic has become a demand and need in the world of education since the last few years in the 21st century[11]. Learning during the Covid-19 pandemic is indeed a concern for all people. However, education must continue. The quality of education must continue to be improved so that the needs of students in receiving knowledge can be met. The online learning method is a solution so that the teaching and learning process is still running. At first the teacher was happy with distance learning because he had more or less free time with his family at home. But over time, this new culture becomes something that makes it difficult for teachers, both physically and non-physically. Teachers are slowly starting to find it difficult to deliver material remotely, students are difficult to contact, difficult to understand material only through text messages, even internet networks are limited in each area.

Constraints and obstacles as expressed by the teachers, must immediately find a solution so that teaching and learning activities can run in a conducive manner. However, culture shock like this can have an impact on the quality of learning. In fact, teachers and students are required to deal with technology to support learning process activities. This is part of the demands of the development of globalization and the goal to shape students as global citizens. However, in the future they will face increasingly rapid developments in technology and science. However, it does not leave the nature of education and learning based on Pancasila values. This condition is also known as 21st century learning which is often echoed by the government.

21st Century Learning is learning that prepares the 21st century generation. There are three main subjects in 21st century learning, namely learning and innovation skills which include ways of thinking and working. Second, information, media and technology which includes the tools used in work. Third, life and career skills which include life skills in the world. Ways of thinking are thinking skills that must be mastered by students to face the 21st century, these thinking skills include creative thinking, critical thinking, problem solving and decision making. While the way of working is the ability to work in a global and digital world, students must be able to communicate, work together and collaborate both with individuals and with communities

and networks, students must also be able to master the tools to work[12] . Whatever the purpose of 21st century learning, a teacher must continue to carry out his duties well, namely as a facilitator in learning activities[13] . Although distance learning causes various impacts and obstacles that are felt by students, teachers and also parents. The impact experienced by students, among others, online learning can cause students to not understand the subject matter that has been delivered by the teacher.

Online learning will also feel boring if too many tasks are given to students, therefore as educators must always innovate in using learning methods. The focus of learning can relate the subject matter to the real life of students so that students can relate real situations to the knowledge they have. That way, students will be motivated to gain as much knowledge as possible because of high curiosity. Despite the many difficulties experienced by teachers in distance learning, in essence the quality of learning is more important.

The quality in question is how learning can touch the heart and taste, be digested by the mind and carried out with attitudes and actions. This is part of the individual character which is the goal of education, which is interpreted as the result of the integration of four parts, namely the heart, thought, exercise, taste and intention. The heart is related to feelings, attitudes and beliefs/faith. Thinking is related to the reasoning process to seek and use knowledge critically, creatively, and innovatively. Sport is related to the process of perception, readiness, imitation, manipulation, and the creation of new activities accompanied by sportsmanship. The practice of taste and initiative is related to the will and creativity which is reflected in caring, imaging, and creating novelty[14] .

The value of educational success is highly dependent on the quality of teaching. As educators, the best examples of teachers include orientation for achievement, attention to neatness, quality and thoroughness, initiative, seeking and gathering information[15]. Attention and achievement orientation is the main thing for teachers to their students. Not only thinking about what material to teach, but how to make students understand and then practice it in their daily lives. The knowledge taught is expected to be a starting point for work. Therefore, teachers must always realize the competencies that must be possessed by teachers, namely pedagogic competence, personality competence, professional competence and social competence.

Pedagogic competence is one of the teacher's abilities in designing learning processes that can realize the programmed learning objectives[16]. States that pedagogic competence includes the ability of teachers to manage the learning process and develop the potential of students optimally. Teacher social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students and the community.

Teacher social competence means the ability and skill of a teacher (with social intelligence possessed) in communicating and interacting with other people, namely students, effectively in the implementation of the learning process. Teaching in front of the class is a manifestation of interaction in the communication process. While social competence of teachers is considered as one of the power or ability of teachers to prepare students to become good members of society and the ability to educate and guide the community in facing the future. This is what is expected in quality learning.

The teacher's challenge in dealing with distance learning is the difficulty of starting to learn about educational technology and renewable methods. But this is also an opportunity for teachers to become professional teachers. Teachers can know the development of science and can also have the skills and skills to use information technology. Teachers also become wider and wiser in conveying knowledge that can turn students into human beings who are useful for religion, nation and state. As the purpose of education to increase faith and piety and noble character. In addition, the Civics Education is a subject that focuses on the formation of citizens who understand and are able to implement the rights and obligations of citizenship characterized mandated by Pancasila and the 1945 Constitution intelligent and skilled NRI[17].

The stages experienced by the informants are in accordance with the opinion of Rachel Irwin from the University of Oxford in her writing entitled "Culture shock: negotiating feeling in the fields" that culture shock is the anxiety experience of many people when they move to a new social situation and cultural rules. any sort of mental or physical distress experienced in a foreign location could be a symptom of culture shock. Culture shock can hinder teachers from developing Civic Skills as an ideal citizen competency, namely the intellectual and participatory skills of citizens. With the cultural shock, this situation should be handled by several parties in order to build the competence of the ideal citizen. First, by the government to generalize the quality of information technology facilities in each region. Furthermore, providing services and learning media that can be mastered by teachers regardless of age. Second, by teachers to make the best use of learning services, participating in teacher competency improvement activities such as webinars. Furthermore, at the level of educational institutions, it is time to start arranging distance learning modules to be able to increase the competence of teachers who are ready to use both within the network and outside the network.

5. CONCLUSION

The culture shock experienced by teachers is the result of the unpreparedness of the education and teaching system in dealing with uncertain social situations. Therefore, culture shock can be prevented by making breakthroughs such as forming distance learning

modules, providing information technology service facilities that are evenly distributed in each region and patented digital learning media.

A wise saying from Nelson Mandela that Education is the most powerful weapon which you can use to change the world. That education and human civilization are like two palms that are easy to control. Education on the one hand serves to direct the civilization of life through the products of science, technology and art. On the other hand, the dynamics of human civilization which in time will give birth to various human demands and these can be met through educational efforts. John Dewey once said "the schools should teach everything that anyone is interested in learning. Education must be directed to meet human needs in facing the challenges of life. The intensity of the educational content that is able to provide solutions to various life problems makes a measure of the relevance of education in every era.

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